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ABSTRACT

Definitions of least restrictive environment (LRE), inclusive education, and mainstreaming are offered, supported by position statements and policies of the Michigan Board of Education, Michigan Department of Education, and the Council for Exceptional Children. Thirty-six terms related to inclusive education, such as integrated education and community inclusion advocacy, are listed. Federal and Michigan statutes and regulations regarding LRE are cited. A bibliography of monographs, periodical articles, and reports listed approximately 500 citations on LRE, divided into a section of contemporary literature and a section of historical (pre-Public Law 94-142) literature. A directory of organizational and individual resources concludes the document. (JDD)

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INCLUSIVE EDUCATION: TOWARD THE MAXIMUM POTENTIAL

LRE bows to the least restrictive alternative

A Bibliography and Directory

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LEAST RESTRICTIVE ENVIRONMENT

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INCLUSIVE EDUCATION (Proposed Definition)

MAINSTREAMING DEFINED

TERMINOLOGY -- INCLUSIVE EDUCATION AND RELATED TERMS

STATUTES, REGULATIONS, CASES

FEDERAL STATUTES AND REGULATIONS RE LRE

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CASES

BIBLIOGRAPHY: The Contemporary Literature

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DIRECTORY

DEFINITIONS: LRE, INCLUSIVE EDUCATION, MAINSTREAMING

LEAST RESTRICTIVE ENVIRONMENT: The State Board of Education adopted (January 10, 1984) a policy regarding the least restrictive environment, entitled

> The educational assignment of handicapped children and youth to separate facilities: Policy regarding the least restrictive environment.

The policy includes a 13-Step process to assist making decisions which adhere to the principles of least restrictive environment.

> 20 U.S.C. 1412 (5). The State has established ... (B) procedures to assure that, to the maximum extent appropriate, handicapped children, including children in public or private institutions or other care facilities, are educated with children who are not handicapped, and that special classes, separate schooling, or other removal of handicapped children from the regular educational environment occurs only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily ....
>
> 20 U.S.C. 1414 (a) (1) (C) (iv). to the maximum extent practicable and consistent with the provisions of section 1412 (5) (B) ..., the provision of special services to enable such children to participate in regular educational programs.

INCLUSIVE EDUCATION. A committee to define inclusive education, established by the Michigan Department of Education, has developed the following proposed working definition:

> Inclusive education means -- The provision of educational services, for all students with disabilities, in schools where non-handicapped peers attend, in age appropriate classes, under the supervision of regular education teachers with support from special education teachers and support personnel." (12-7-1989).

The working definition is reflective of the Department's mission statement:

> The overall goal of special education is to insure that each handicapped person in Michigan has the opportunity to develop into as self-sufficient and as contributing a member of his community as possible. Each handicapped person must be given the opportunity to develop his personal, social, and vocational skills to the fullest extent of his

capabilities. Michigan Department of Education (1973). State plan for the delivery of special education programs and services for 1973-74.

MAINSTREAMING DEFINED: Definition adopted (April 1976) by the Delegate Assembly of the Council for Exceptional Children:

> Mainstreaming is a belief which involves an educational placement procedure and process for exceptional children, based on the conviction that each child should be educated in the least restrictive environment in which his educational and related needs can be satisfactorily provided. This concept recognizes
>
> THAT exceptional children have a wide range of special educational needs, varying greatly in intensity and duration;
>
> THAT there is a recognized continuum of educational settings which may, at a given time, be appropriate for an individual child's needs;
>
> THAT to the maximum extent appropriate, exceptional children should be educated with non-exceptional children; and
>
> THAT special classes, separate schooling, or other removal of an exceptional child from education with non-exceptional children should occur only when the intensity of the child's special education and related needs is such that they cannot be satisfied in an environment including non-exceptional children, even with the provision of supplementary aids and services. [Exceptional Children, 43, 43;Cf U.S.C. 1412 (5) (B)].

TERMINOLOGY -- INCLUSIVE EDUCATION AND RELATED TERMS

At risk: Don Burke/Michigan State University.
Adaptive learning environments model.
Community-based instruction.
Community inclusion advocacy: Snow & Forest.
Community learning. Cooperative Learning.
Differently-abled.
Effective Schools.
General education initiative: See REI.
Inclusion education: Michigan Dept. of Education; Washtenaw ISD.
Inclusive education: Wayne State University, Developmental Disabilities Institute.
Integrated education: McGill University; Syracuse University.
Integration.
Integrated program models: Homecoming project, Vermont; Ford, Syracuse, NY; Brown & Taylor, Madison, Wisconsin; Hamilton/ Kitchner, Ontario, Canada; Johnson City, NY.
Least restrictive alternative: McCulloch v. Maryland (1819).
Least restrictive environment (LRE): See Statutes and Regulations. Mainstreaming: See CEC definition.
McGill Action Planning System (MAPS).
Maximum potential.
Normalization: Wolf Wolfensberger.
Physically-challenged people.
Regular education initiative - REI: Madeleine Will, U. S. Department of Education initiative for the integration of regular and special education in order to serve all students better and more economically. The "Madeleine Will thrust".
Schools of choice.
The second system: Wang, Reynolds, Walberg.
Students with intensive educational needs.
Two-roof school.
Segregationism. M. C. Reynolds.
Shared responsibility initiative.
Students with intensive educational needs.
Supported education: A TASH concept concerning the integration of severely handicapped pupils into regular education. (Washtenaw ISD.). Supported inclusive education: George Flynn & Marsha Forest.
Supported employment: FR 6-18-1985 USDE rules: "paid work in a variety of integrated settings, particularly regular work sites, especially designed for severely handicapped individuals irrespective of age or vocational potential." TASH; Washtenaw ISD. This is not equivalent to "sheltered employment."
Total integration neighborhood school.
Transition. Transitional employment.
Zero-reject model.

STATUTES, REGULATIONS, CASES

FEDERAL STATUTES AND REGULATIONS RE LRE

S.933 and HR.2237. Americans with Disabilities Act of 1989.

Least restrictive alternative: McCulloch v. Maryland (1819)

Least restrictive environment (LRE) Pub. L. 91-230 (Education of the Handicapped Act as amended by Pub. L. 94-142; Pub. L. 93-112 (The Rehabilitation Act of 1973) Section 504.

20 U.S.C. 1401 et seq.
Section 1412 (5) (B) (a) [USCA notes 7, 11, 19] (19) (C),
Section 1414 (a) (1) (C) (iv),
Section 1415 [USCA note 33]

34 CFR Part 300
Section 300.132,
Section 300.227,
Section 300.550 thru 300.556,

29 U.S.C. 794; 87 Stat. 394

34 CFR 104
Section 104.34 (a)
Section 104.34 (b)
Part 104 Appendix, paragraph 24

42 U.S.C. 6008, 6010, 6012
Pub. L. 91-517, 94-103: Developmental Disabilities Assistance and Bill of Rights Act

MICHIGAN STATUTES AND REGULATIONS RE LRE

Constitution of Michigan of 1963

Article 8, Section 8.

Michigan Compiled Laws Annotated

Sections 380.1701 (a), 380.1711 (1), 380.1751 (1).

Section 388.1651 (4).

Michigan Administrative Code at R 340.1701 et seq.

Sections R 340.1701b (a,e), R 340.1721d (3), R 340.1721e (3) (d,e,f), R 340.1722 (2) (a,b,c,d,e), R 340.1733 (b).

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Bevin v. Wright, EHLR 559:122.

Board of Education of the Henrik Hudson Central School District et al. 102 S.Ct. 3034 (1982).

Brooks v. Tammany Parish School Board, EHLR 559:125.

Brown v. Board of Education, 347 U.S. 483 (1954).

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9) Elementary student questionnaire.
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1) Current perspectives on the education of medically fragile students.

2) Educational alternatives for special education students in Michigan schools.

3) Individual initiatives: Alternative ways of servicing special needs students.

4) Segregated versus integrated facilities: A look at the Least Restrictive Environment issue

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Life Goes On. ABC TV series (1989 -). (See: Joy Horowitz, 'Life goes on' stretches reality, within reason, New York Times, 10-22-89, H 37, 46; Letters: 'Life goes on': A moral burden, New York Times, 11-5-89, H 3; Richard Zoglin, Reflections of a real grouch: Life Goes On sugarcoats the subject of mental retardation, Time, 10-16-1989).

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National Coalition of Advocates for Students
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